

FALL 2015
PSY 100: SURVEY OF PSYCHOLOGY
Na`auao 125; MW 1:00p – 2:15p; CRN: 60315
3 CREDIT HOURS

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na`auao 124
OFFICE HOURS: MW 11:00am – 11:30pm, 3:45pm – 4:45pm; by appointment
TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)
EMAIL: falisha@hawaii.edu (preferred; often same day reply)

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry.

PREREQUISITES:

None

RECOMMENDATIONS:

Read and write at the college level, basic computing and internet skills, and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Recognize the study of psychology as a science.
2. Discuss the biological and environmental basis of human behavior.
3. Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

COURSE CONTENT

Concepts or Topics

- Major Psychological Theories
- Nature and Nurture
- Psychological Perspectives
- Psychological Theorists
- Conscious and Unconscious Mind
- Research Strategies and Methods

Skills or Competencies

1. Describe and evaluate psychology as a science
2. Compare and contrast the interactive effects of nature and nurture
3. Identify and describe major theorists
4. Integrate various psychological theories
5. Define theory
6. Discuss the nature and types of evidence used in psychology

COURSE TASKS

A. EXAMS (40%, 400 points of total grade):

Complete one Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of Multiple Choice, True-False, Fill in the Blank, Short Answer, and Essay questions.

EXAM	DATES:	MATERIAL	%/POINTS possible
Midterm	Monday, Oct. 26 th	Chapters 1-13	20%/ 200pts
Final	Wednesday, Dec. 16 th	Chapters 14-Ep	20%/ 200pts

Do not miss exams. Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical **EMERGENCY** with appropriate documentation. In the event of an emergency, the instructor must be notified **IN ADVANCE** of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the start time of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

Routine appointments are not emergencies, and should be scheduled outside of class hours. In case of emergencies, it is the responsibility of the student to contact the instructor before class begins, in order for the student to avoid penalty..

B. PARTICIPATION / ATTENDANCE : (20%, 200 points of total grade):

Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need **to be present for the entirety of the class and actively participate.**

C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):

Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content may include material covered in required reading for the current class and instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are **NO MAKE-UPS** for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class and students must be present to participate in the quiz.

D. PORTFOLIO PROJECT “Self-Analysis” with Annotated Bibliography: (20%, 200 pts of total grade):

This project should be taken seriously! This activity is to aid the student in assessing understanding of material and applying concepts learned in class activities to real life while completing a college level project. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.** See handout and rubric for additional instructions. Service Learning experience may be substituted for chapter materials; ask instructor about Service Learning opportunities.

E. LAUNCHPAD HOMEWORK ASSIGNMENTS (10%, 100 pts of total grade):

For various chapters throughout the semester, you must briefly answer questions posed to you in your “List of Assignments” (worth 5 pts each). For each assignment, in order to answer the question and get full credit, you must complete a specified activity in LaunchPad, an Online Learning Management System created to accompany your text (the access code is bundled with your textbook). NOTE: If you did not purchase the textbook bundle from the WCC Bookstore, you will need to purchase an access code directly from the publisher. See ANNOUNCEMENTS in Laulima for additional details regarding access codes.

To receive full credit for this aspect of the course, you must complete at least 20 of the 27 *assigned* Video and LearningCurve Activities, then briefly answer questions posed to you in your “List of Assignments” (worth 5 pts each). Please type your assignments, make sure your name is on it, and turn the hardcopy in to me on the day that assignment is due. Late assignments will not be accepted. If you are unable to come to class, you may email the assignment by class start time on the date due and bring a hard copy to the next class day.

There are seven extra credit “assignments” scattered throughout the fifteen chapters. To enhance learning, students are encouraged to complete any and all activities available in LaunchPad; however, course credit will only be given for completed activities that are officially “assigned.” Students understand that any additional activities are completed merely for the learning opportunities they provide.

Additional details will be provided in your “List of Assignments” and in class.

ASSESSMENT TASKS AND GRADING

<u>Task</u>		<u>Possible Pts</u>		<u>Grade Criterion</u>
Exams (2x200)	=	400 pts		900 - 1000 points = A
Participation	=	200 pts		800-899 points = B
Quizzes	=	100 pts		700- 799 point = C
Portfolio	=	200 pts		600 - 699 points = D
Assignments	=	100 pts		<600 points = F or N
Total	=	1000 pts		

LEARNING RESOURCES**Required Resources:**

Myers, D. (2014). *Exploring Psychology*, (9th ed.). New York: Worth

The required text should be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160. The WCC text is bundled with a free studyguide (optional resource) and free access to LAUNCHPAD (required resource).

LAULIMA WEBSITE: Through the WCC online homepage, log in to Laulima with your UH ID. The tab for this course should be visible. If it is not, please see your instructor before or after class so that she can add you to the site.

LAUNCHPAD Student Access Code: Bundled for free with new textbook at WCC bookstore, or may be purchased separately, directly from publisher, for around\$100. Link to course through “LAUNCHPAD” link on your Laulima site.

Recommended Resources:

American Psychological Association. (2011). *Publication manual of the American Psychological Association*, 7th ed.). Washington DC: Author. (In Reference Section of WCC Library or at Reference Librarian’s desk.

Straub, R. (2014). *Study Guide to accompany Exploring Psychology by David Myers 9th ed.* New York: Worth

Campus Resources:

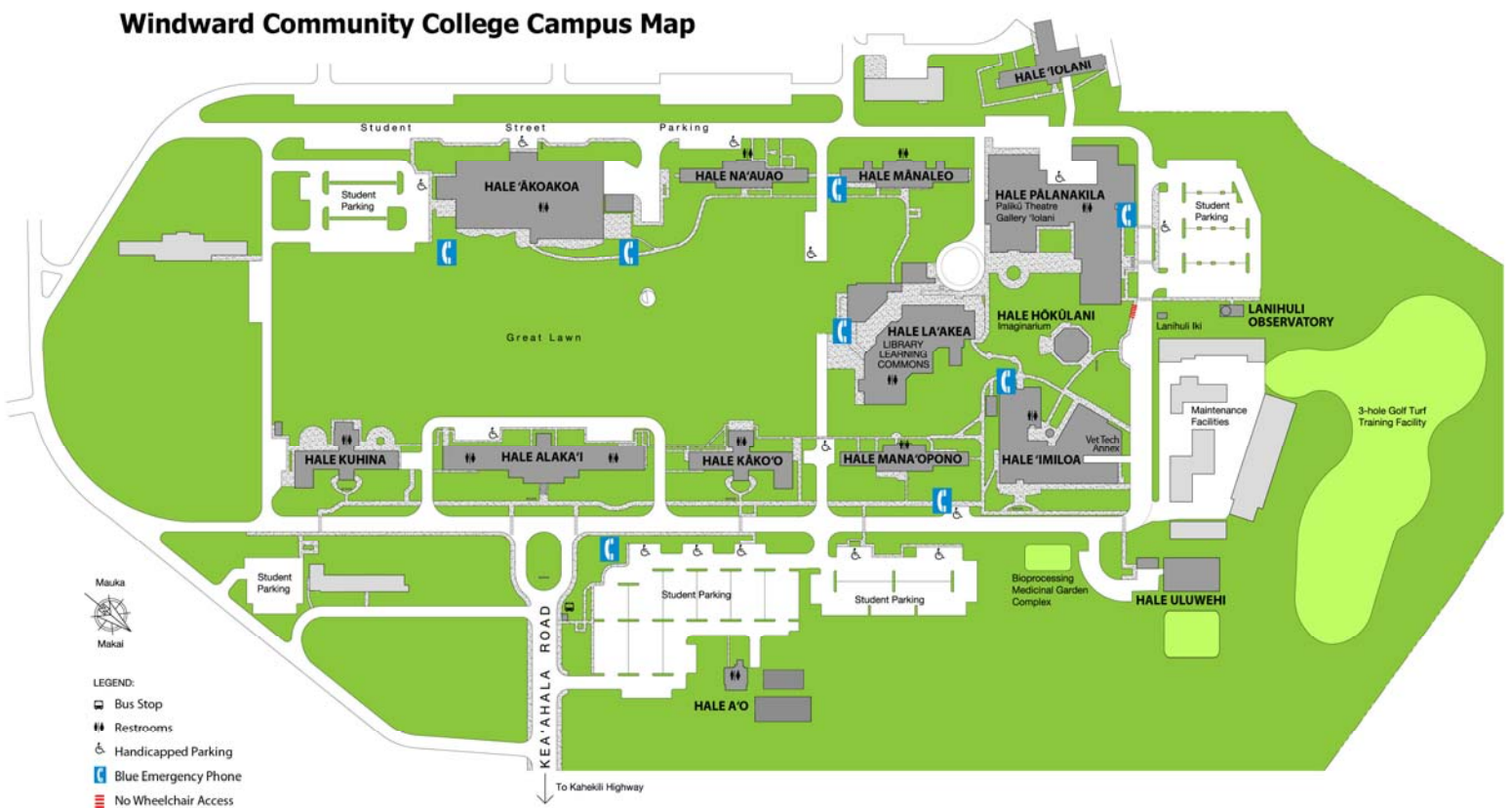
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities
<https://www.windward.hawaii.edu/TRIO/>

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

TTC: The Testing Center for assistance in an alternative testing site https://windward.hawaii.edu/testing_center/

Library Study Services: See the librarian for details https://windward.hawaii.edu/Learning_Resources/

EBSCOHost Journal Online DataBase can be accessed through the Library Website:
<http://library.wcc.hawaii.edu>



Additional Information

MODE OF INSTRUCTION*

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student chapter presentations, participation, group projects, community field observations, role-playing, peer teaching, online and interactive engagement. Although the main concepts in human development throughout the lifespan will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

REQUEST FOR Cr/N GRADES

Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid term; see calendar for date).

SERVICE LEARNING COMPONENT

This course may provide a Service Learning Option where the student may volunteer a minimum of 20 hours within the community and apply what was learned in class. Additional information may be handed out in class. See instructor for more information and specific volunteer and paper requirements. If a student chooses the Service Learning option, s/he must notify the instructor by the end of the third week in the semester to ensure s/he has time to secure a work site and fulfill volunteer and academic requirements. It is the student's responsibility to acquire and submit all required Service Learning materials directly through the Service Learning office on campus to receive a Service Learning Certificate.

ACADEMIC DISHONESTY

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and *expulsion from the University of Hawaii*.

Cheating: Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism: Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved...

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale `Ākoakoa 213 for more information. **Please see attached flyer for additional information.**

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help.

PSY-100
Fall2015 MW 1:00p-2:15p
Tentative Schedule

	Date		Chapter/ Reading Due	Topic	Assignment Due/Notes
Aug	M	24		Introduction	Get Textbook Bundle
	W	26	Ch. 1 (pp. 1-9)	What is Psychology?/ MBTI	Read Syllabus Register with LaunchPad LaunchPad + Assignment x2
	M	31	Ch. 1 (pp. 10-33)	Psychology as a Science	LaunchPad + Assignment x1
Sept	W	2	Ch. 2 (pp. 35-45)	Neurons and Systems	LaunchPad + Assignment x1
	M	7	HOLIDAY: NO CLASS	Labor Day	
	W	9	Ch. 2 (pp. 46-61)	The Brain	LaunchPad + Assignment x1
	M	14	Ch. 2 (pp. 62-75)	Genes and Evolution	LaunchPad + Assignment x1
	W	16		HUI ASSIGNMENTS	Double Attendance Day!
	M	21	Ch. 3 (pp. 77-115)	Consciousness	LaunchPad + Assignment x1
	W	23	Ch. 3 (pp. 77-115)	Consciousness	Hui Presentation Notes
	M	28	Ch. 4 (pp. 117-139)	Development Through Childhood	LaunchPad + Assignment x1
	W	30	Ch. 4 (pp. 140-161)	Development Through Adulthood	LaunchPad + Assignment x1
Oct	M	5	Ch. 5 (pp. 163-189)	Gender and Sexuality	LaunchPad + Assignment x1
	W	7	Ch. 6 (pp. 191-235)	Sensation and Perception	Poster Assignment LaunchPad + Assignment x1
	M	12	Ch. 7 (pp. 237-245)	Classical Conditioning	LaunchPad + Assignment x1
	W	14	Ch. 7 (pp. 246-269)	Operant Conditioning & Observational Learning	LaunchPad + Assignment x2
	M	19	Ch. 8 (pp. 271-303)	Memory	LaunchPad + Assignment x1
	W	21	Chapter 1-8	Review for Midterm Exam	Study!!!
	M	26	Chapter 1-8	MIDTERM EXAM	STUDY!!!
	W	28		Midterm Review: Assessment	Double Attendance Day!
Nov	M	2	Ch. 9 (pp. 305-349)	Thinking, Language & Intelligence	LaunchPad + Assignment x1
	W	4	Ch. 10 (pp. 351-387)	Motivation and Emotion	LaunchPad + Assignment x1
	M	9	Ch. 10 (pp. 351-387)	Motivation and Emotion	APA Poster Presentation Notes
	W	11	HOLIDAY: NO CLASS	Veteran's Day	
	M	16	Ch. 11 (pp. 389-421)	Stress and Health	LaunchPad + Assignment x1
	W	18	Ch. 12 (pp. 423-431)	Personality: Psychoanalytic Theories	LaunchPad + Assignment x1
	M	23	Ch. 12 (pp. 432-442)	Personality: Humanistic and Trait Theories	LaunchPad + Assignment x1
	W	25	Ch. 12 (pp. 443-455)	Personality: Social-Cognitive Theories	LaunchPad + Assignment x1
	M	30	Ch. 13 (pp. 457-474)	Social Thinking and Influence	LaunchPad + Assignment x1
Dec	W	2	Ch. 13 (pp. 475-503)	Social Relations	PORTFOLIO PROJ DUE!
	M	7	Ch. 14 (pp. 505-543)	Psychological Disorders	LaunchPad + Assignment x1
	W	9	Ch. 15 (pp. 545-580)	Therapy	LaunchPad + Assignment x1
	F	11	Chapter 9-15	Optional: Review for Final Exam	Study!!!
	M	14	Chapter 9-15	FINAL EXAM	STUDY!!!

For careers in counseling, social work, education,
psychology and human development.

Psycho-Social Development

Academic Subject Certificate

If you like helping people, a career in human services may be for you—whether it's social work, counseling, teaching, corrections, psychology or human development.

The Psycho-Social Developmental Studies (PSDS) certificate provides pre-professional training for students planning to enter the human services field. The curriculum combines liberal arts courses with field experience in social service agencies and other community sites.

Students have the opportunity to gain skills in real-life settings and lay the foundation for more advanced study in their major. Those planning to go into teaching can also gain required classroom field experience through this program.

To earn the PSDS academic subject certificate, students must complete a total of 27 credits with a cumulative grade point average of 2.0 or better for all required courses. See course descriptions for prerequisites. Twelve credits, including SSCI 193V and SSCI 293V, must be taken at Windward Community College.

Required courses:

(24 credits)

PSY 100 Survey of Psychology (3)

Select one course from three options:

PSY 170 Psychology of Adjustment **or**

SOC 218 Introduction to Social Problems (3) **or**

SOC 231 Introduction to Juvenile Delinquency (3)

PSY 224 Abnormal Psychology (3)

PSY 240 Developmental Psychology (3)

SOC 100 Survey of General Sociology (3)

SOC 251 Introduction to Sociology of the Family (3)

SSCI 193V Cooperative Arts and Science Education (3)

SSCI 293V Cooperative Arts and Science Education (3)

Elective (3 credits)

Select one course from the list below:

ANTH 200 Cultural Anthropology (3)

BOT 105 Ethnobotany (3)

ECON 120 Introduction to Economics (3)

ICS 100 Computing Literacy and Applications (3)

POLS 180 Introduction to Hawaiian Politics (3)

“Self-Analysis” Portfolio Project for Psy 100

Choose 10 of the 15 chapters that interest you. Find a topic heading or topic subheading from each chapter and integrate how theories, points, and terms covered in that section have helped you to gain insight into your own life and experiences. Write a minimum of one page, double spaced, with 1-inch margins, using 12 point Times New Roman font for each Chapter heading you choose. You must choose headings/sub-headings from **ten different chapters** and write a **minimum of one full page for each** (making the self analysis portion of your portfolio project a minimum of ten **full** pages total). Provide an artifact (portrait, sentimental item, artwork, poem, etc.) that represents that experience. Integrate all ten self-analysis discussions and artifacts for each into one folder, with a cover page that includes your name, and provide a table of contents.

EXAMPLE for one self-analysis discussion: Chapter 7 on Learning, heading on Operant Conditioning, discussion analyzing me as an overachiever, how I have been “operantly conditioned” to do well in school through “positive reinforcements” of grades (secondary reinforcer) and praise regarding that grade from family and friends (primary reinforcer) and how the need to get that A “extrinsically motivates” me to engage in “operant behavior” such as studying, reading, engaging in study groups, etc. As an artifact I might provide a copy of my certification of Summa Cum Laude, a copy of my report card, an important paper with an A grade, or a portrait of me at graduation.

The choice of chapters and what topic to write about is your decision as long as the topics are from ten different chapters. You are encouraged to use this project as an opportunity to apply what you have learned in this course to your personal life and experiences to gain deeper insight and understanding of both the material and yourself.

PSY 100 Annotated Bibliography (AB) Assignment

Purpose

The field of psychology is based on scientific evidence. It can take time to learn how to identify different kinds of evidence, but it is a very worthwhile skill to learn, not only in order to make sense of psychology as a discipline, but also for critical thinking in general. Lawyers use legal evidence. Journalists use investigative reporting, including witness’ reports, as evidence. Advertisers may use testimonials as evidence. All of these kinds of evidence vary in some important ways from scientific evidence.

In this assignment, you will practice identifying and evaluating objective scientific evidence provided by peer reviewed journal publications. DO NOT USE biased sources of information (e.g., newspapers, websites, works of fiction, etc).

Creating an annotated bibliography is also a fundamental step in the process of later writing a research paper.

WEBSITES

The UH library system provides very convenient access to a variety of types of documents (newspaper articles, magazines, and scholarly journals) that are available for free in full text online.

The website address to start your search is: <http://library.wcc.hawaii.edu/> From there, you have several useful choices. You can start with [Find Articles](#) and then click on EBSCOhost Web. Academic Search Premier has many titles with full text, which is very convenient for this kind of assignment. There are also other databases, such as one especially for psychology, which may be useful.

Additional examples of APA formatting and further information about annotated bibliographies, include:

<http://www.library.cornell.edu/okuref/research/skill28.htm#what>

http://www.wisc.edu/writing/Handbook/AnnBib_format.html

EXAMPLES OF APA FORMATTING FOR BIBLIOGRAPHIC CITATIONS

Journal article found in a hardcopy journal (literature review & original research)

Kihlstrom, J.F. (1985). Hypnosis. *Annual Review of Psychology*, 36(1), 385-418.

Journal article retrieved from the WWW (literature review & original research)

Jacobson, J.W., Mulick, J.A., & Schwartz, A.A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience. *American Psychologist*, 50(3), 750-765. Retrieved January 25, 1996, from <http://www.apa.org/journals/jacobson.html>

PSY100 “Self Analysis” Portfolio Project

SELF-GRADE & TURN THIS RUBRIC IN WITH YOUR PORTFOLIO PROJECT.

Scoring Rubric: Using the below scales, give appropriate points for each criteria completed. **Incomplete criteria earn 0 points.**

CRITERIA:	Insert points for each completed									
	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch
Understanding (2pts): Defines at least one point, theory, or concept in the chapter										
Application (3pts): Analyzes a past experience in their life and applies it to the point, theory, or concept given.										
Format (4pts): 1 full page typed, double spaced, 1 inch margins, 12 point Times New Roman font										
Artifact (2pts): The artifact relates to the point, theory, or concept, and experience given, and is more than a simple drawing or clipart.										
Chapters SUBTOTAL: (11pts possible)										
Total of Chapter Points: (from above) (i.e. 11pts x 10ch=110 points)	<p>*NOTE: Check your margins! Microsoft Word uses 1 ½ inch margins as a default. You will need to adjust right and left margins to 1 inch to comply with this project.*</p> <p>**Please <u>secure</u> your project in a folder. This means a 3-ring-binder or some type of apparatus that secures the document together and to the folder.**</p> <p>***Please <u>put your name on the cover</u> of your project, <u>self-grade this rubric</u>, and <u>include this rubric in your project folder</u>.***</p>									
Annotated Bibliography: See worksheet below for scoring (50 points possible)										
Presentation/Professionalism: Complete: all requirements! neat and secured, contains cover pg with name, Table of Contents pg, present to share, <u>Self-graded rubric included</u> (40 points possible)										
TOTAL PROJECT PTS : (200 points possible)										

Annotated Bibliography Assignment

Choose one of the topics from the portfolio project, and then, during the semester, locate a **Peer Reviewed Empirically Researched Journal Article** about that topic. Then write a minimum one-page, 1-inch margins, double-spaced, 12-pt Times New Roman Font, providing the following information about the article:

Grading Criteria	Points Possible	Points
1) Format: Min. ONE FULL PAGE Summary of the article in your words (do not plagiarize!), covering (a) the main points and results of the work (20 points).	20	
(a) Understanding: An evaluation of the credibility and the source of the information (10 points).	10	
(b) Application: A personal reaction of the author’s probable intended audience(s) (e.g., researchers, students, parents, educators), explain what use this source may have for them, and the potential importance or usefulness for the audiences’ possible research (10 points).	10	
(c) Bibliographic Citation: Citation in American Psychological Association (APA) format (see inside this handout for an example) (5 points).	5	
2) Copy of the referenced JOURNAL article. If an article is more than 10 pages long, a partial copy may be turned in; please see instructor regarding specific instruction in this case (5 points).	5	
Total AB pts		

Name: _____

Course Day/Time: _____